



This learning unit is not open to incoming exchange students!

Teacher(s)	De Croix Severine (coordinator) ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	The EU consists of two parts based on the languages included in the ETD curriculum: LFRA9010Q and LFRA9010T. Each part includes an internship and a seminar accompanying the internship. For the teaching internship: In accordance with Title II, Chapter V of the RFIE Decree 2021, the student-intern will be placed in a professional situation in secondary education establishments, whether general or specialized, full-time or in alternating formats, in social promotion secondary education, or artistic secondary education with reduced hours. These professional situations will allow the student to develop their professional project, progressively build their professional identity, adopt a reflective practitioner attitude, deepen their disciplinary knowledge, including French didactics, as well as pedagogical differentiation, remediation, personalized support, co-teaching, the development of competencies related to the teacher's social role, and progressive learning of autonomous work and teamwork. In these professional settings, the student-intern will carry out classroom activities (observation of teachers and learners, teaching) and out-of-class activities (for example, observing the school institution, engaging in socio-professional insertion/social organizational activities, active participation in year, discipline, interdisciplinary meetings, project-related meetings, linked to planning strategies, remediation periods, participation in a pedagogical day, class council, or collective or individual parent-teacher meetings). For the seminar accompanying the internships: The seminars will work on the teaching identity, the representations of the trainees, and the pedagogical, didactic, relational, social, and organizational dimensions of professional practice, as well as reflexivity, through the creation of a portfolio.
Learning outcomes	
Evaluation methods	Weighting of the final grade : • 45% for the final internship visit • 45% for the report(s) from the internship supervisor(s) • 10% for the reflective portfolio A failing grade on the internship is final. Given the academic calendar for compulsory education, and in accordance with Article 78 of the RGEE, the internship cannot be retaken during the third evaluation session, and the failing grade will be considered to apply to each of the evaluation sessions for the academic year.
Teaching methods	Assessment grids for formative and certifying purposes will be presented to students and completed by internship supervisors and teaching staff. Several formative feedback sessions will be given to trainees during the support seminar, during the first internship visit or during intervention sessions. They may be asked to provide a video of a class sequence or a case report. They will receive formative feedback during the co-analysis of this video or case. They will also be required to gradually build and complete a reflective portfolio. The support seminars will be participatory.
Content	The 125 hours of teaching practice include a minimum of 43 hours of independent teaching and are broken down as follows. For each teaching practice placement: Classroom observation and co-teaching with the class teacher Delivering lessons in pairs (the lesson is prepared mainly by the class teacher). From observation to gradually taking charge of lesson sequences. Independent teaching Full responsibility for teaching sessions (preparation and delivery). Activities outside the classroom Marking, formative and summative feedback, organising a cultural project (school trip, exchange programme, pen-pal scheme); supporting pupils experiencing difficulties (tutoring, personalised support); designing and implementing fun or interdisciplinary activities.

	These placements will be supervised by a support seminar. Various sessions will be planned throughout the year and will cover the following topics, among others: • Formalities, expectations and assessment of placements. • Teaching identity (representations, attitudes). • Classroom observation methodology. • Co-teaching methodology. • Developing a teaching plan. • Supervision of the teaching plan developed by the student. • Group intervision (ideally during the internship): analysis of 'successes' or 'critical incidents'. • Individual intervision based on a classroom video or case report. • Internship review; reflection; setting personal goals (for the next internship or professional practice).
Inline resources	The teaching unit is based on the Moodle platform (course code LFRA9010).
Other infos	In formal education, the ban on wearing religious symbols, when stipulated in the school's internal regulations, also applies to student teachers. Pursuant to Article 36, Section 3, of the Decree defining initial teacher training, students enrolled in the Master 60 in Education, Section 5, who are currently employed in upper secondary education, may have their work performed in that capacity recognized as equivalent to activities related to long-term teaching practicum, provided that the position held strictly falls within a disciplinary component of the Master 60 in Education, Section 5, in question. The procedure is described on the faculty's website.
Faculty or entity in charge	FIAL